**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 2**

**Technology Facilitator Standard 2: Planning and Designing Learning Environments and Experiences**

*Provides a comprehensive description of how technology facilitators and leaders can support teachers during critical instructional planning and design phases.*

**Reflection on Reading and Field-Based Experience**

**Self-Assessment**

Because this standard focuses on planning unique learning environments, I was motivated to use the new information from the readings to adjust the instructional design (old information) of the required language arts curriculum for my grade level. “A 2005 survey of 1,000 randomly selected teachers revealed that although 85% of teachers used technology for administrative tasks (such as taking and reporting attendance), less than 50% ever used technology to support instruction” (CDW-G, 2005, para. 17). This quote from the readings helped me plan my field-based activity for Standard 2, researching and gathering relevant internet resources to assist teachers in infusing technology into a particular unit of study. The preparation that went into this project was focused on researching and gathering resources, utilizing Performance Indicator *TF-II.C (Identify and locate technology resources and evaluate them for accuracy and suitability)* that could enhance our current curriculum and that would help myself and my fellow teachers create more learning environments and experiences for our diverse students., thus covering the following Performance Indicators: *TF-II.A (Design developmentally appropriate learning opportunities that apply technology-enhanced instruction strategies to support diverse needs of learners), TF-II.B(Apply current research on teaching and learning with technology when planning learning environments and experiences),*  I have learned that I am assuming a leadership role in the pursuit of making technology a higher priority in our student learning experiences. My fellow teachers are on-board with using the new technology resources and lessons/activities that I am helping them infuse into our curriculum, but they are content letting me be the main researcher and developer. One of my fellow teachers will add her input and share her technology knowledge, but the other teacher on the team is content with being spoon-fed ideas. This concerns me in the future in that she will not easily transition into being an active pursuer of integrating technology. She is participating with the project, but is not showing a great interest in being a contributor to the ideas in the project. “Fundamental change is more likely to occur by a process of shifting…a series of small sustainable steps rather than a rapid conversion to a new order” (Rogers, 1995, para. 20). Perhaps I am expecting too much too soon of my colleagues.

**Learn as a Learner**

This feedback changed my perspective on implementing Standard 2 in that it made me realize I may need to assume more of a supportive role than an expectation of teachers doing all the research and design themselves. This project has been successful in creating more technology-infused learning experiences related to our required curriculum, thus utilizing the following Performance Indicators: *TF-II.D (Plan for the management of technology resources within the context of learning activities), TF-II.E (Plan strategies to manage student learning in a technology-enhanced environment), and TF-II. F (Identify and apply instruction al design principles associated with the development of technology resources).* I plan to continue to research new resources and ways to greater implement more technology into our curriculum. The most valuable lesson that I learned from this experience is that it takes time and extra effort to make the transition from the old ways of teaching to implementing more technology into our lessons.

**Lifelong Learning Skills**

The readings have provided a realistic expectation of implementing goals and standards and remind me of the value that technology integration has on student learning. “Using technology tools to solve problems or create original products can aid students in constructing meaning and demonstrating their learning-often in ways similar to practicing professionals in the field” (Williamson & Redish, 2009, p. 33). That should be the goal of all educators… to create learning environments where students construct meaning and practice the professional roles they may play in the future workplace. It is that realization that motivates me to research this matter further in the future.

References:

CDW-G. (2006). *Teachers talk survey.* Retrieved from http://newsroom.cdwg.com/features/feature-06-26-06.html

Rogers, E. (1995). Diffusion of innovations (4th ed.), New York: Free Press.

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.